Commander Navy Installations

MILLINGTON DETACHMENT
TRAINING & CURRICULUM SPECIALIST
2005 CONFERENCE

FROM SCRIPT TO SCREEN: LINKING OBSERVATION TO ACTION

Presented by:

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from Script to Screen ...

Now Playing!

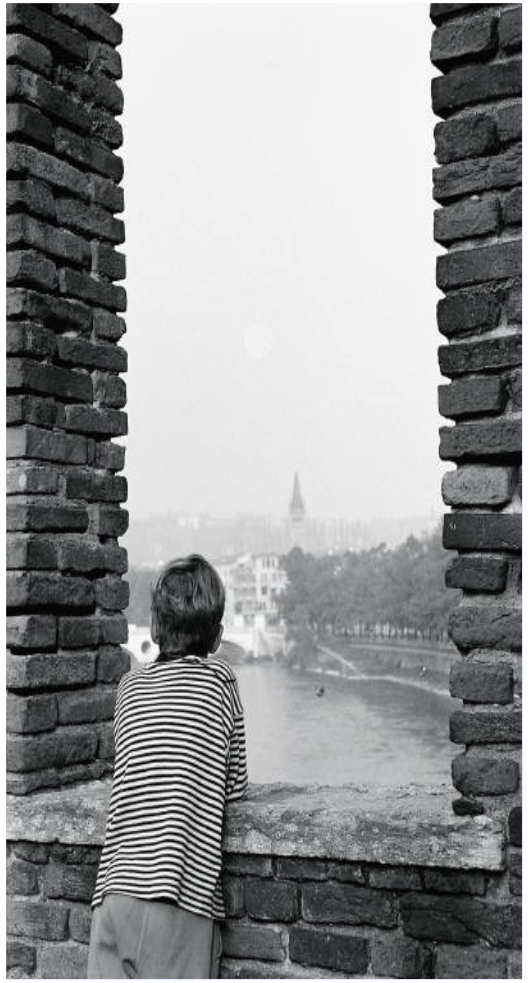
AGENDA

- **OBSERVATION TOOLS**
- **THE OBSERVATION PROCESS**
- **RECORD WITH PURPOSE**
- **DRAW CONCLUSIONS**
- **OUTCOMES FOR CAREGIVERS/CHILDREN**
- **PLANNING ACTIVITIES & TRAINING**
- **CONNECTING, EVALUATING, ASSESSING & BUILDING**
- **CONCLUSION**

OBJECTIVES

- Explore the use of a variety of observation tools
- Consider the observation process and its purpose for assessing both children's developmental needs and interests and caregiver's/provider's training needs and interests
- Learn to record information that is valuable
- Practice drawing conclusions from gathered information
- Learn simple, workable processes to translate collected data into training and activity plans that support extended learning
- View the interrelationship of the parts of the observation/planning process
- Review the activity/training plan in action.

Observation is at the heart of matter



Anecdotal records, pictures & documentation- snapshots that provide a script for the rest of our lives

Inspectors are seeing evidence of caregivers and T&Cs…

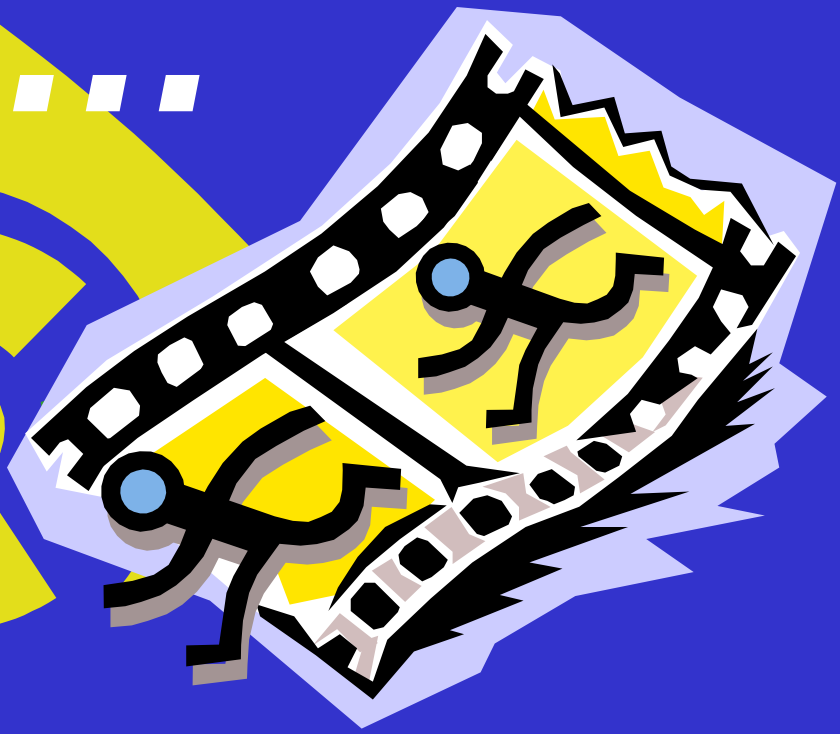
- ✓ **consistently observing**
- ✓ **recording objectively**

Inspectors are not seeing evidence of caregivers and T&Cs...

- ✓ **gathering information useful for planning**
- ✓ **connecting plans to recorded observations**
- ✓ **setting the stage for engaging activity**

- ✓ **fully carrying out activity and training plans**

from Script to Screen …



The TOOLS of the trade

A portfolio is a collection of evidence of learning and development.

The evidences collected are the TOOLS from which we build an emergent curriculum.

BUILDING PORTFOLIOS

You may include…

- ✓ **Family Information**
  - -family profile
  - -parent's comments
  - -conference notes
- ✓ **Interviews**
  - -audio-tape recordings
  - -video-tape recordings
- ✓ **Developmental Checklists**
- ✓ **Skill Records**
- ✓ **Activity Chart**
- ✓ **Anecdotal Records**

BUILDING PORTFOLIOS cont'd

- ✓**Work Sampling**
  - -copies of charts and graphs
  - -math work
  - -child's writing samples
  - -signs and labels
  - -scissors work
  - -child's drawing
  - -child's painting
  - -reading and book logs
  - -photographs
  - -group or team projects
  - -stories (dictated or written)
  - -notes and comments by child about their work

Some of the following ideas are taken from:

THE PORTFOLIO AND ITS USE

A Road Map for Assessment

By Sharon MacDonald

- ✓ **Family Information**

  -family profile
  -parent's comments
  -conference notes

PARENT COMMENT SHEET

Sarah

PARENTS: Please sign and date the comment shee below. It helps us know you have seen your child's work. If you have any comments or questions, please use the comment space. Thank you. (Please help your child remember to return his/her folder)

DATE	SIGNATURE	COMMENTS	RESPONSE
21-Aug	Rita W.	*It is great to see our daughter happy to go to school!*	She's having a ball!
28-Aug	Rita W.	*Is Sarah following the rules outside?*	Yes she is.
5-Sep	Rita W.	*Thank you. Beautiful work!*	
11-Sep	Rita W.	*How often do the children rotate leader?*	We follow the posted list. She's next!
18-Sep	Rita W.	*Sarah is talking about her birthday. It is not until Dec.*	
26-Sep	Rita W.	*Thank you for the conference*	
2-Oct	Rita W.	*Is there a charge for pictures?*	
10-Oct	Rita W.	*I loved her book. It is great. Thanks.*	
10-Oct	Rita W.	*Please let me know the date to help Christmas.*	December 4th
16-Oct	Rita W.		
23-Oct	Rita W.	*Our books are great. Thanks.*	
6-Nov	Rita W.	*Sorry I forgot to return the folder.*	
13-Nov	Rita W.		
20-Nov	Rita W.		
5-Dec	Rita W.	*Thanks for encouraging Sarah.*	
10-Dec	Rita W.	*Loved the cookies.*	
18-Dec	Rita W.	*Merry Christmas. Thanks*	

PARENT CONFERENCE NOTES

Name of parents: Mr. and Mrs. Wainstead

Name of chil Sarah**ah** **Date**: 10 -7

Name of teacher: S. MacDonald (after examining Sarah's portfol o....

Things the teacher would like to share: 1. Sarah is eager to respond at group time. 2. Sarah helps the other children find their centers. 3. She can read all the children's names 4. She works the 50 piece floor puzzles.

Things the parents would like to share: Sarah talks about and plays school at home. 2. She likes Donny a lot. 3. They feel Sarah is ready for more difficult activities.. 4. Loved her portfolio.

Things the student would like to share: Sarah said she liked the home center best. She likes being Mommie. She doesn't like clean up time.

Specific goals agree upon by all:

1. At school I will provide Sarah opportunities to record data.
2. At home parents will take Sarah to the library more often.
3. Parents want to see portfolio again in December.

- ✓ **Interviews**

  -audio-tape recordings

  -video-tape recordings

- ✓ **Developmental Checklists**
- ✓ **Skill Records**

SKILL RECORD

Child's Name **Sarah**

P **Practicing**
MP **Made Progress**
AST **Accomplished Skill Today**

comments	**SKILL:** multi-step directions	**DATE**	**LEVEL**
	2 steps - go to shelf, take book	Nov-03	P
	3 steps - water plants	Dec-03	P
	3 steps - art activity	Jan-04	MP
	2-steps - apple graph	Apr-04	AST

SKILL RECORD

Child's Name: **Casey**

P **Practicing**
MP **Made Progress**
AST **Accomplished Skill Today**

comments	**SKILL:** attends to story	**DATE**	**LEVEL**
	Brown Bear - whole group	Sep-03	P
	Little Red Hen - small group	Nov-03	AST
	Bread Bread Bread - whole group	Dec-03	MP
	Gunny Wolfe - whole group	Jan-04	AST

✓**Activity Chart**

DAILY ACTIVITY CHART

Child's Name: **Sarah** Date 9/9/04 Recorder S. Macdonald

Check the box beside the time and place the child has chosen to work.
This will track the child's movement and interest throughout the day.

	Math	Science	Table T	D Play	Blocks	S/W	Lang	Writing	L Motor	Music	Circle T	Art
6:00												
6:30												
7:00	X		X									
7:30	X		X									
8:00	X		X									
8:30				X								
9:00				X							X	
9:30								X				
10:00								X				
10:30								X				
11:00				X								
2:30				X								
3:00						X						
4:00							X					
4:30							X					

Math table toy on playground

- ✓ **Anecdotal Records**

ANECDOTAL RECORD CHART

A.J	**Sarah**	Brittany
Fernando	Edward	Clayton
John	Jacob	Nat
Robert	Patricia	Omie

- ✓ **Work Sampling**

  -copies of charts and graphs

  -math work

APPLE GRAPH

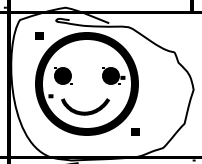
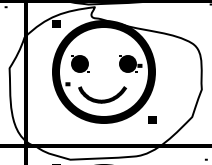
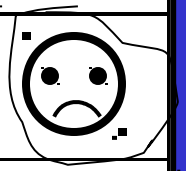
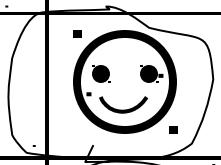
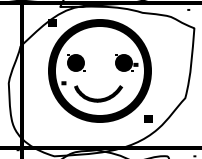
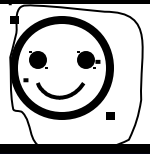
7		JIMBO	
6		TIFFANY	SCOTTY
5	VICTOR	CASEY	ARIEL
4	TIMECE	ROBERT	MARISSA
3	SAM	PATRICIA	JUAN
2	CAMMI	ERIC	LANELL
1	CORI	JUSTIN	SARAH
	GREEN	RED	YELLOW

- ✓ **Work Sampling**

  -reading and book logs

Reading Log

Sarah

Title	Liked	Did Not Like
Round Robin		
Snowy Day		
The Snow Child		
Red Mittens		
The Tomten		
Frosty		
White Snow, Bright Snow		

- ✓ **Work Sampling**

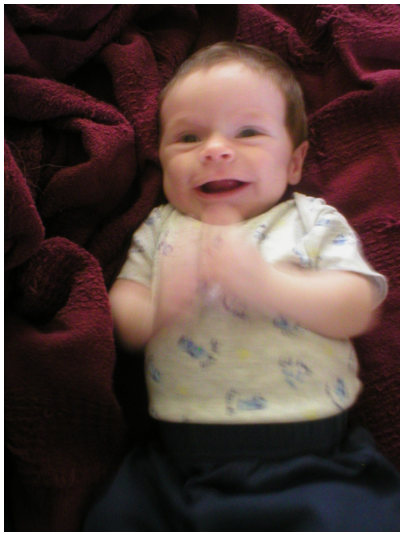
  -photographs

PORTFOLIO REPORT

Child's Name: Colin Colter-Brimhall

Date: August 20

Age: 6 weeks



TEACHER COMMENTS:

Colin waves his arms in glee while his mother makes smiling faces and talks to him.

PORTFOLIO REPORT

Child's Name: Colin Colter-Brimhall

Date: September 10

Age: 9 weeks

TEACHER COMMENTS:

After weeks of trying to stuff both fists in his mouth, Colin has found his fingers.

- ✓ **Work Sampling**

  -group or team projects

Research Paper Date 9-23

Teams Edward and Robert

Activity Zoo Trip

Research Paper Date 10-3

Teams Sarah h and Omie

Activity Parking Lot Survey

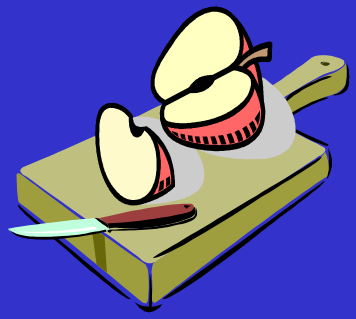
How many? 12

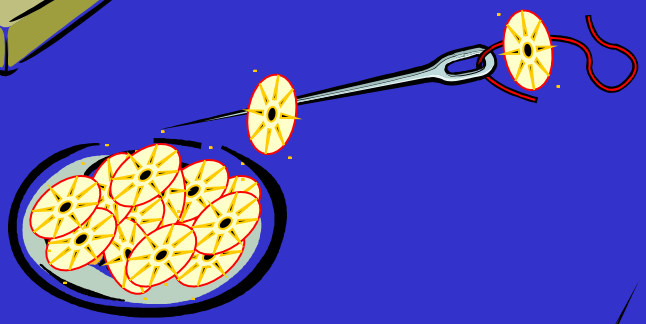
- **Work Sampling**

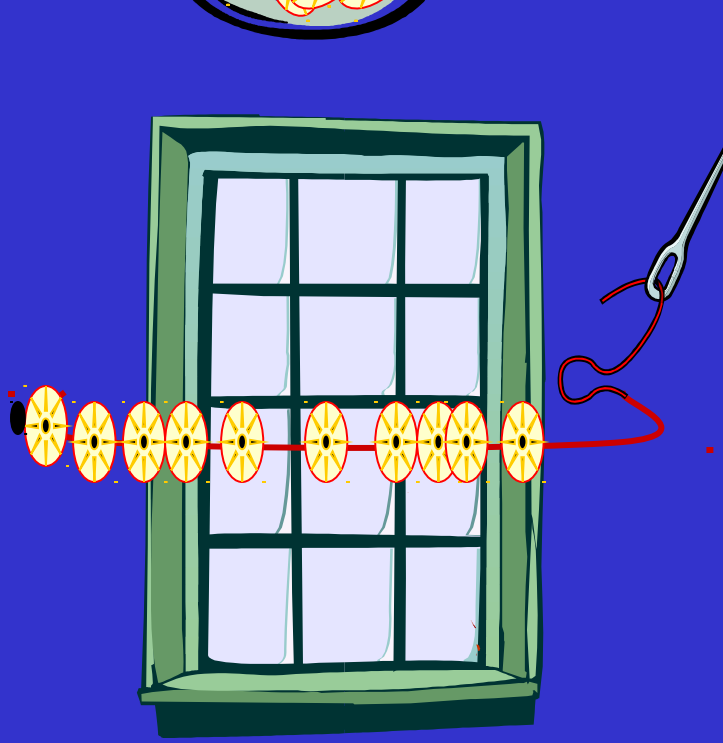
  -stories (dictated or written)

  -notes and comments by child about their work

APPLE DRYING PROJECT







What do you think will happen?

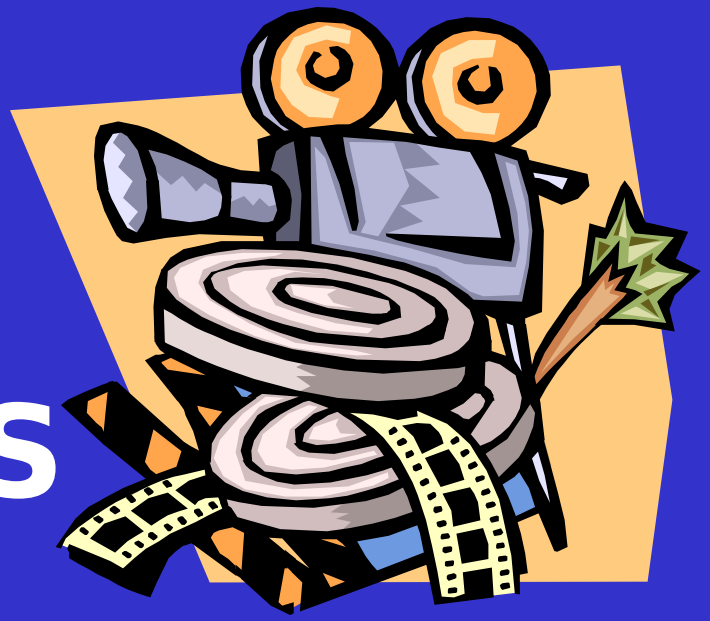
Eric: They will fall down.
Sarah: get dry
La Nell: fall
Ariel: be apples
Robert: be a snack tomorrow
Patricia: dry
Timece: get dirty and the bugs will eat it up
Sam: drop off
Cammi: dry and look funny
Cori: dry
Casey: dry with no water in them
Sharon: dry up
Sirena: dry and be yucky

WORK SAMPLE TRACKING CHART

Dates: April and May 2004

Names	writing	painting	scissor	Photos	math & charting
A.J.	x	x	x	LIBRARY	x
Brittany	x	0	x	MUSIC	x
Bridgette	x	x	x	WOODWK	x
Claton	x	0	x	COMPUTER	x
Christopher	x	x	x	D. PLAY	x
Casey	x	x	x	MUSIC	x
Derrick	x	x	x	ART SCULPTURE	x
Jennifer	x	x	x	ART SCULPTURE	x
Jacob	x	x	x	BLOCKS	x
Megan	x	x	x	LIBRARY	0
Patricia	x	x	x	MUSIC	x
Robert	x	x	x	TABLE TOYS	x
Sarah	x	x	x	D. PLAY	x
Justin	x	0	x	D. PLAY	x
Ariel	x	x	x	TABLE TOYS	x
Cammi	x	x	x	BLOCKS	x
Travis E.	x	x	x	TABLE TOYS	x
Tavis T.	x	x	x	ART	0

OTHER TOOLS



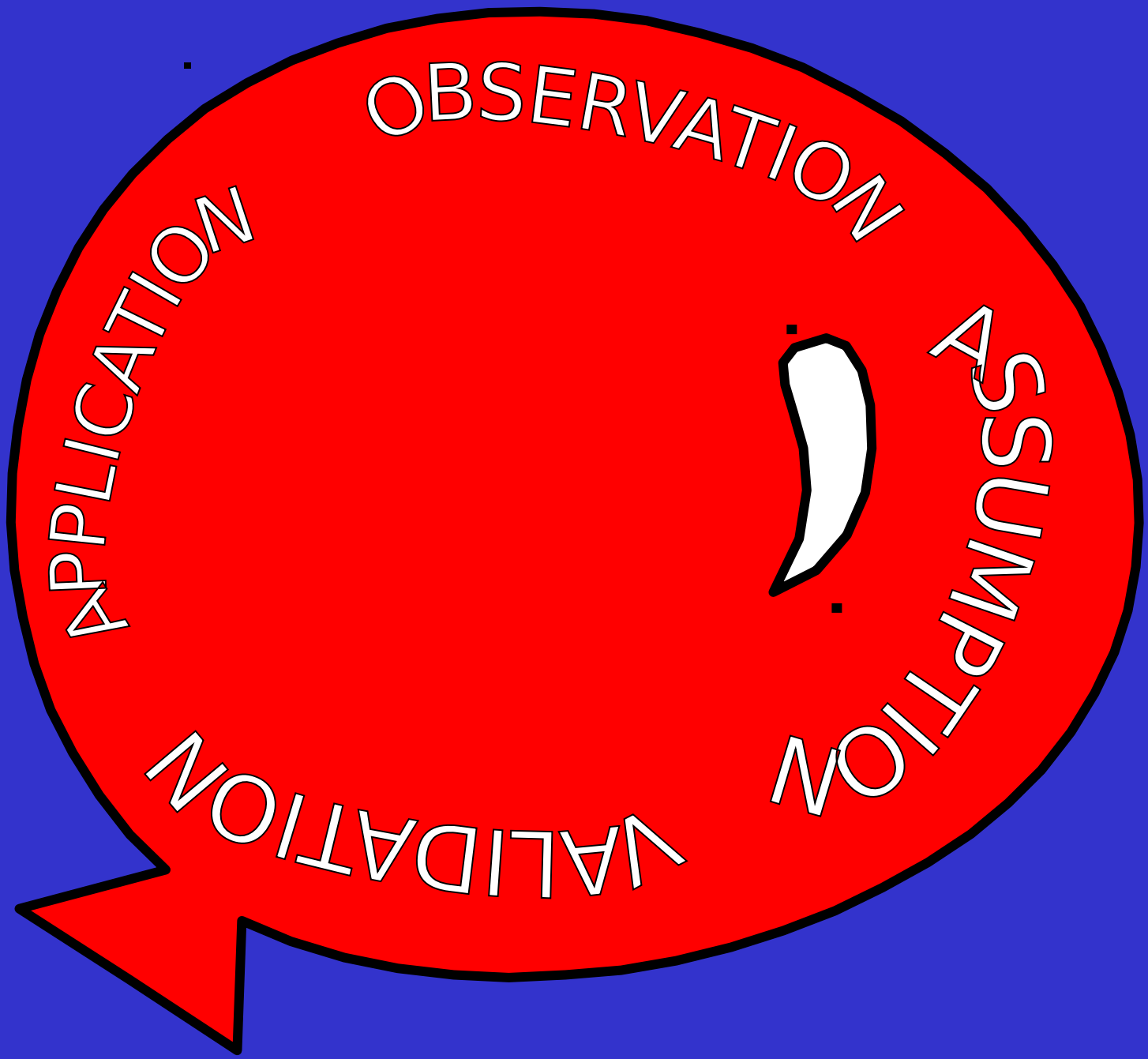
Stages of _____ Development

Children learn to….In the _____Center

from Script to Screen...

The Observation Process

The Observation Cycle..



- OBSERVING

  ...seeing and noticing with all our senses

- ASSUMING

  ... try and make sense out of, or understand

  what you observed

- VALIDATING

  ... this is the checkpoint, check out assumptions

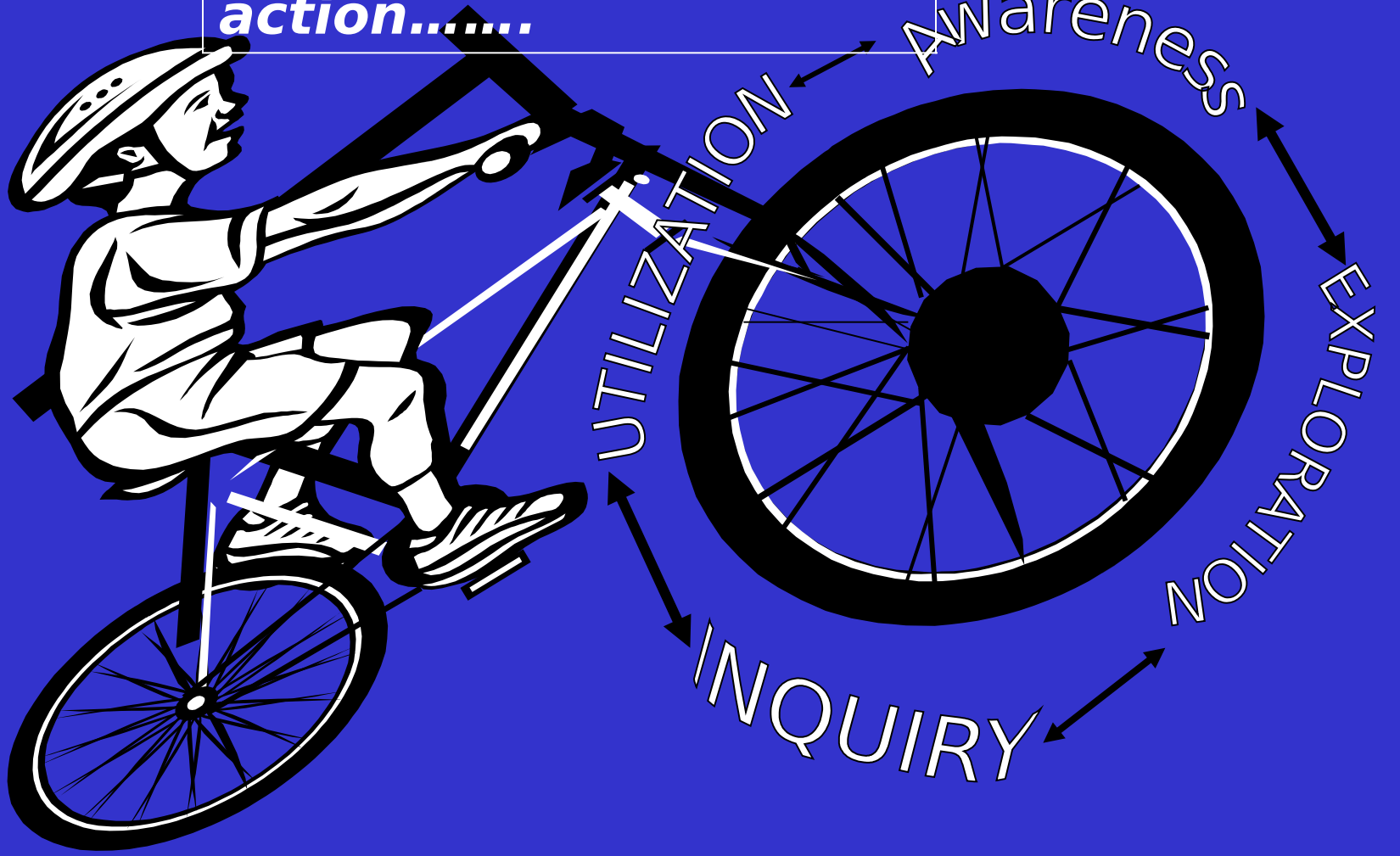
  for validity

- APPLYING

  ... can the information/assumption be extended to meaningful training/learning activities

Observing the learning process……

Observation in action……



Awareness .....

- *generated from experience*

Exploration.....

- *the process of figuring out the components of what is being learned by whatever means possible, usually employing the various senses*

Inquiry.....

- *it is the process whereby children/adults analyze and compare their own behaviors or concepts to what is observed in society and make closer approximations to the conventional patterns of culture*

Utilization.....

- *Children/adults are able to use what they have learned for multiple purposes and apply their learning to new situations.*

from Script to Screen...

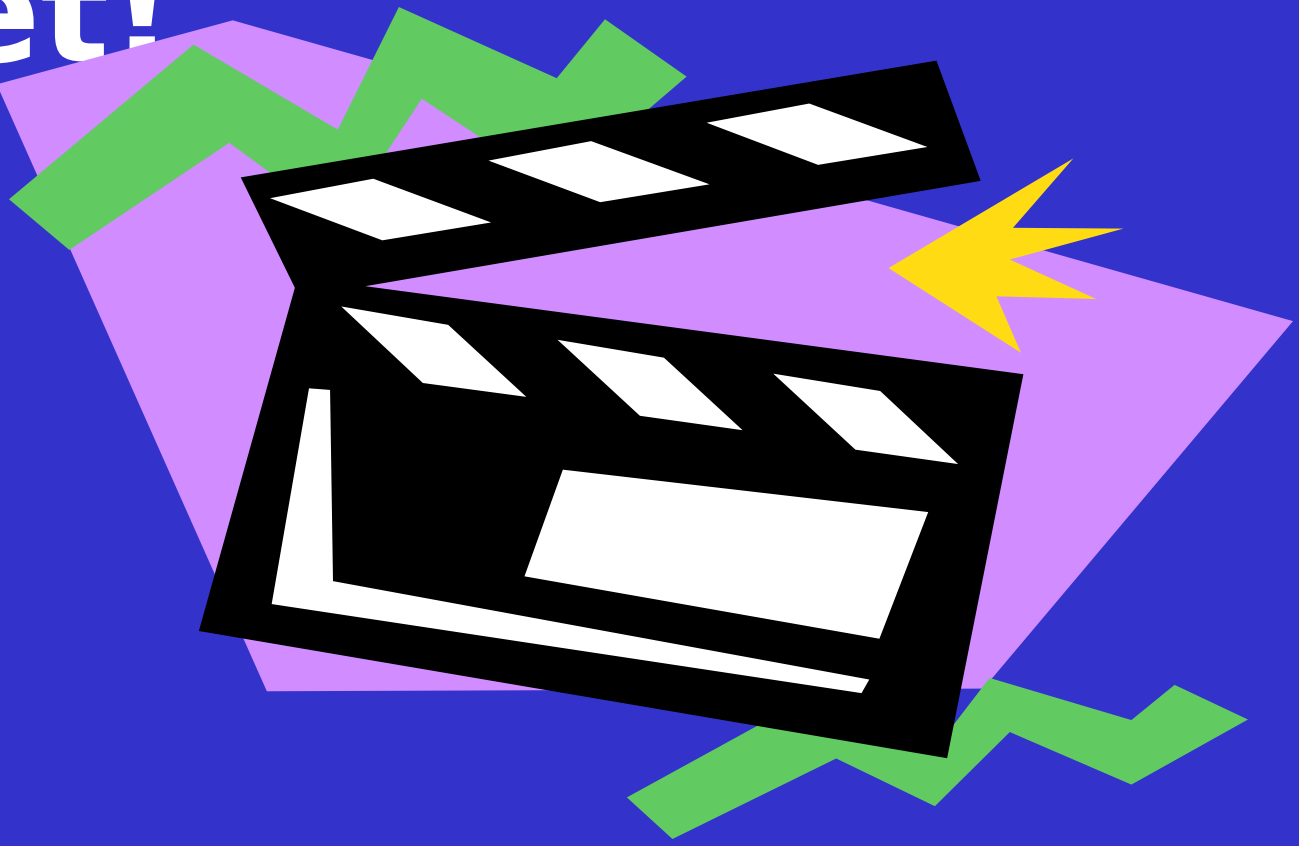
Looping Not Allowed!

Record

with

Purpose !

One take is all you get!



EXERCISE: Recording with a Purpose

1 minute	Read the assigned observation form from your packet.
7 minutes	Using your assigned observation, answer the question page: "Recording with a Purpose."
2 minutes	Discuss your answers with the participants at your table.
1 minute each group	

from Script to Screen...

Fade-in, Fade-out

Review your observation record from all perspectives

Look with the eyes and heart of a child.

Look closely. Read the truth between the lines. Be wise. Understand .

Seek to understand the complete story...

privately share your conclusions with her caregiver

nd ask the caregiver to comment on your feedback. Record the

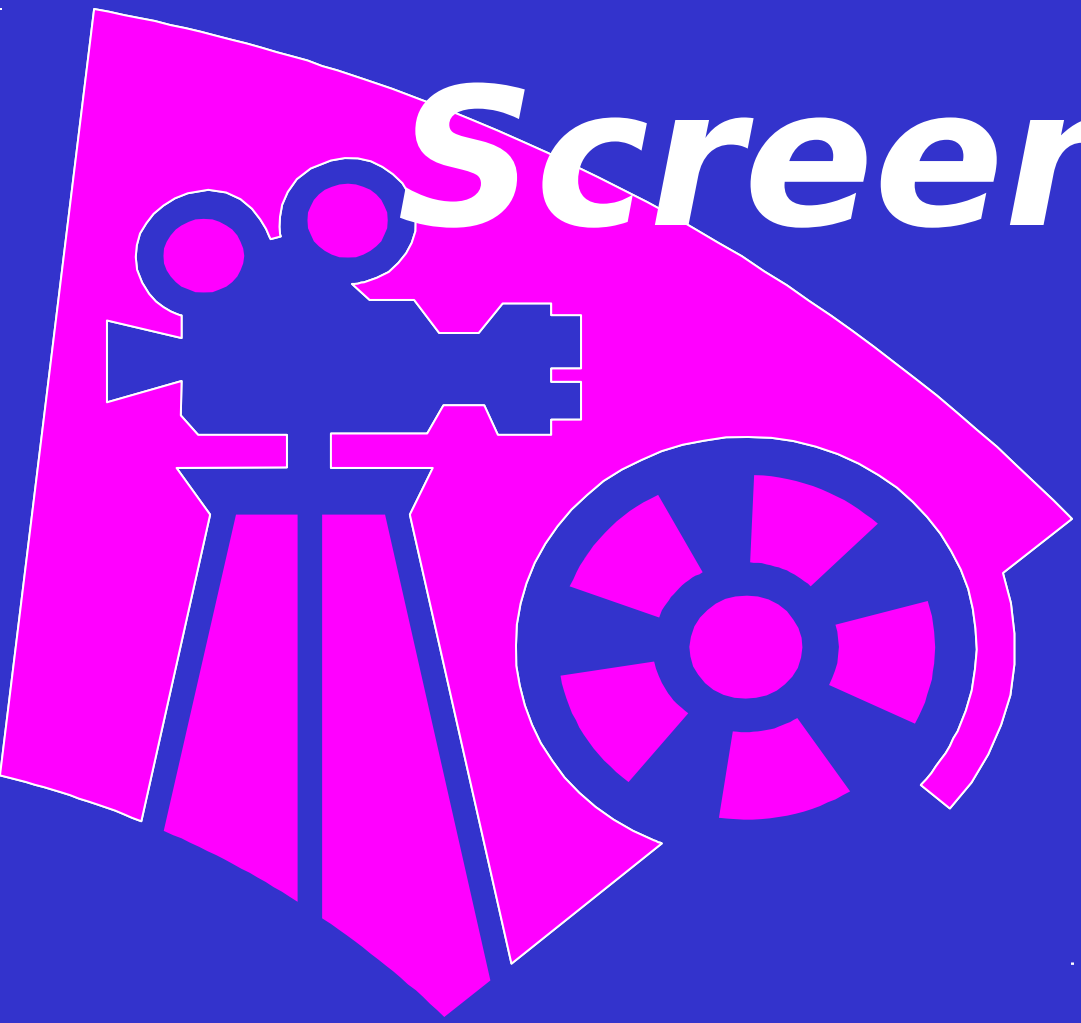
EXERCISE: Drawing Conclusions

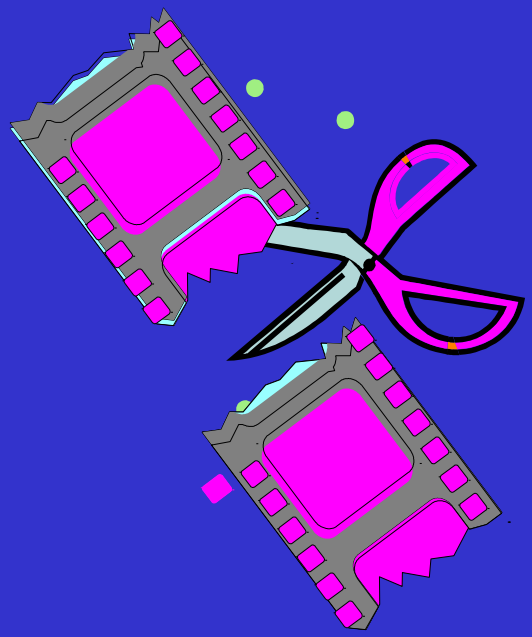
1 minutes — **Re-read the observation forms in your packet. As a group, complete the *interpretation* section on the preschool and infant/toddler forms.**

2 minutes — **Discuss what challenges you and your caregivers face in drawing conclusions from your observations? (Record your discussion.)**

1 minute each group — **Select one person to share the highlights of your discussion**

from Script to Screen ...





Crosscutting, Transitional Effects.....

Outcomes for caregivers and children

Outcomes for caregivers…….

- ✓ Observations used to individualize training
- ✓ Observations used to identify training goals
- ✓ Observation used to guide feedback session
- ✓ Observations used to identify strengths
- ✓ Observations used to determine the

Outcomes for children…..

Observations used to customize individual activities

Observations used to identify developmental goals

Observations used to guide parent conferences

Observations used to identify strengths

Observations used to evaluate the current learning

Providing Feedback

- **Set a collaborative tone**
- **Frame the discussion**
- **Keep on track**
- **Clarify and summarize**
- **Connect with caregiver/provider**
- **Provoke thinking and problem solving**
- **Provide substance**

Observation outcomes……

Caregiver's/Providers

- ✓ **Observations used to individualize training**
- ✓ **Observations used to identify training goals**
- ✓ **Observation used to guide feedback session**
- ✓ **Observations used to identify strengths**
- ✓ **Observations used to effectiveness of current training**
- ✓ **Observations used to keep track of the caregiver/provider's development over time**

Children

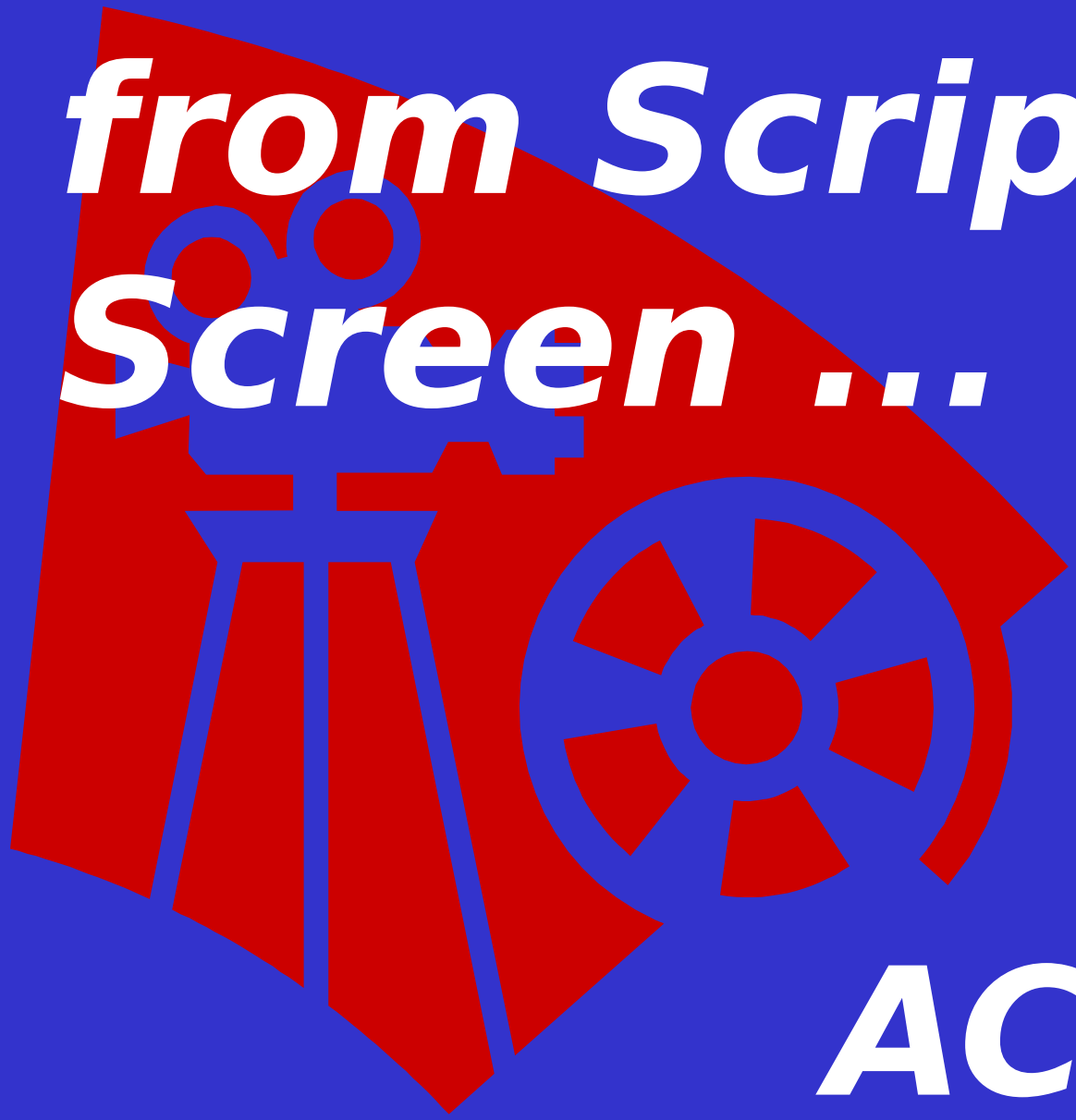
- ✓ **Observations used to customize individual activities**
- ✓ **Observations used to identify developmental goals**
- ✓ **Observations used to guide parent conferences**
- ✓ **Observations used to identify strengths**
- ✓ **Observations used to evaluate the current learning environment**
- ✓ **Observations used to keep track of the child's emotional, social, cognitive and physical development over time**

Constructive Feedback

- **Information – specific, issue-focused, observation based**
- **Timely**
- **Ask more questions than you give answers**
- **Avoid “need to,” “never,” and “always”**
- **Don’t let a big “but” get in the way**
- **Give employee feedback on how they receive feedback**

EXERCISE: Drawing Conclusions

1 minutes	Re-read the observation forms in your packet. As a group, complete the ***T&C Feedback*** section on the caregiver form.
2 minutes	Discuss what challenges you and your caregivers face in drawing conclusions from your observations? (Record your discussion.)
1 minute each group	Select one person to share the highlights of your discussion notes.



from Script to Screen ...

ACTION !

Planning for children...

that will allow a child needed practice or will take him to the next developmental level.

- ✓ **Write a brief description of the plan on the observation form.**
- ✓ **Circle the most appropriate activity or learning area for the plan.**

If the plan of action involves training:

- ✓State the desired outcomes
- ✓Indicate a suggested mode of training.
  - group training?
  - individual instruction?
  - reading or video with guided questions to answer?
  - a guided project?
- ✓Provide a time-line for completion and re-check.

EXERCISE: Individual Planning

5 minutes

As a group, complete the *Plan* section on the preschool and infant/toddler observation forms.

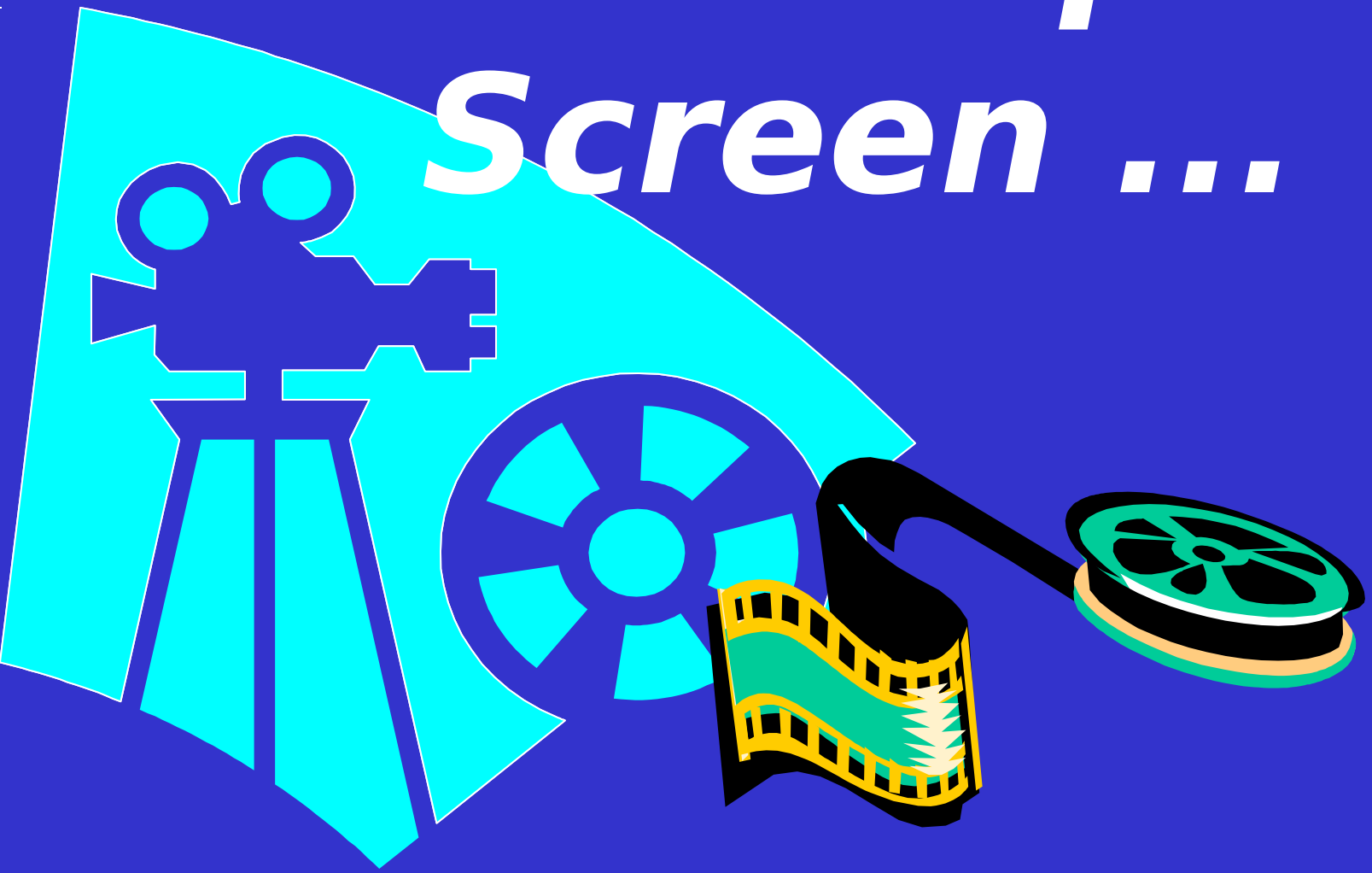
Jot down one or two possible activities appropriate for the child's practice or next steps.

Circle the appropriate activity or learning area for your plan.

2 minutes

Share with large group

from Script to Screen ...



Sequence.....

connecting, evaluating, assessing & building

CONNECTING…

Plan Group Activities

… EVALUATING

Plan Individual Activity

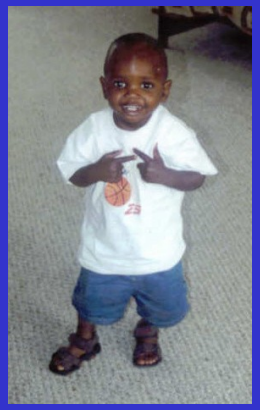
Identify Individual Goals

OBSERVATIO

Plan Individual Activity

Identify Individual Goals

The Individual



The Individual

EXERCISE: Weaving a Plan

5 min First, as a table group, look for overall themes and brainstorm. Record your thoughts by drawing a rough web.

5 min Half your group plan science, math, table top, dramatic play, blocks and sand/water. The other half plan language, writing, large motor, circle time and art.

5 min Spend a couple of minutes at your table reviewing and putting together your plan

5 min Set the stage for engaging activity by planning changes to the environment.

2 min Make a list of items you need to gather and set out for the children.

BUILDING.....

.....

ASSESSING

Plan Group Training

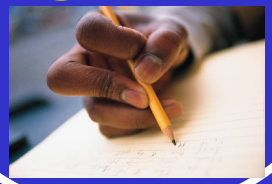
Identify Common Training Needs

Plan Individual Training Goals

Identify Individual Goals

Provide Feedback

OBSERVATIO



Plan Individual Training Goals

Identify Individual Goals

Provide Feedback

Individual Caregiver/Provid

Individual Caregiver/Provid

Continuing the Story……

Are you setting the stage for a child who loves to learn?

Are you setting the stage for a caregiver who continues to seek additional knowledge and increase their skills?

The End……

- **Use validated information from multiple sources that aids the planning process and supports learning.**
- **Plan meaningful and relevant, individual and group experiences for children and adults.**
- **Establish workable systems that visibly link observations to planned activities.**
- **Circle back to observations: Observe your plan in action. Record what you see and hear. Assess interest and engagement and begin the process again.**